

Unit Planning Guide: Grade 4 Unit 3 of 10

Unit Title: Taking It Personally	Pacing (Duration of Unit): 4 weeks
Grade: 4	Buffer Day(s):

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open-ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

- W4.3** Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
- W4.3a** **Orient the reader** by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- RL4.3** Describe in depth a character, setting, or event in a story or drama, **drawing on specific details in the text (e.g., a character's thoughts, words, or actions).**
- RI4.5 Describe the overall structure (e.g., **chronology**, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- W4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- W4.3c Use a variety of transitional words and phrases to manage the sequence of events.
- W4.3e Provide a conclusion that follows from the narrated experiences or events.
- SL4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- RF4.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

WIDA Standards (ELL)

WIDA for English Language Learners

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

RF4.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Meaning (*Mostly assessed through Performance Tasks/Assessments)

Big Ideas: (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- Effective narrative writing is a product of developing real life as well as imaginary experiences through the use of details and clear sequencing.
- When readers read literature deeply, they understand and empathize with characters through their thoughts, actions, and words.
- Authors enhance the readers' experience through a carefully chosen sequence of events.

Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- How does literature help us understand ourselves and others?
- How can you creatively allow someone to experience a moment of your life?
- How does the sequence of events in a story or article affect your understanding as the reader? How do we use those skills in our writing?

Acquisition (*Mostly assessed through traditional summative assessments)

Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently. (**academic vocab in bold**)

Students will know ...

- The elements of the **narrative genre** of writing (i.e., characters, setting, conflict, resolution)
- Effective **techniques to orient the reader** (e.g., **introducing characters, setting a scene, and unfolding events logically**)
- The story elements of literature: characters, setting and events.
- What the role of a narrator is in a piece of literature.
- **Literal** versus **inferred evidence**

Skills: The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

Students will be skilled at:

- Describing characters from literature using literal and inferred evidence from the text. (*understanding*)
- Engaging in thoughtful discourse with peers in a teacher led environment. (*evaluating*)
- Presenting events in a narrative in chronological order with transitional words.
- Applying the writing process in their independent writing. (*applying*)
- Writing in the narrative genre with well-developed characters, setting and a chronological sequence of events. (*creating*)